

LESSON 7

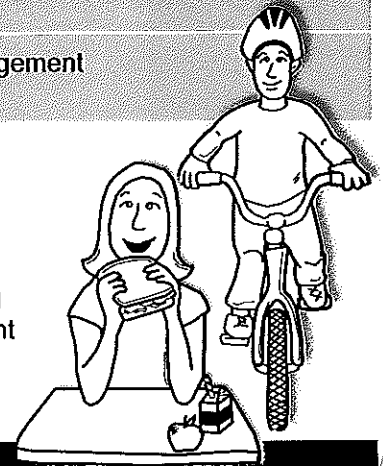
Making a Plan for Healthy Eating and Physical Activity – Part 2

Student Learning Objectives:

1. Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.
2. Demonstrate the ability to support others to choose healthy foods and be physically active.

National Health Education Standards:

- Self Management and Goal Setting
- Self Management



Lesson Synopsis

Review the previous lesson on making plans to improve healthy eating and physical activity. Describe ways to support peers in reaching their goals for eating healthy and being physically active. Identify partners to provide support for one another in reaching their goals for eating healthy and getting enough physical activity. Prepare to implement plans and keep track of progress toward goals. Assign one week of working toward goals and supporting classmates in reaching goals as student homework.

Activity	Time in Minutes	Materials Needed
Introduction	10	Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "My Plan for Healthy Eating" (from Lesson 6) • Student Worksheet: "My Plan for Physical Activity" (from Lesson 6)
Teacher Input	10	Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "My Plan for Healthy Eating" (from Lesson 6) • Student Worksheet: "My Plan for Physical Activity" (from Lesson 6) Supplied by the Teacher <ul style="list-style-type: none"> • Student folders with resources from Lessons 2-6 • Writing paper • Pens or pencils • Chart paper • Markers • Tape or thumb tacks
Application or Skill Practice	22	Teacher Manual Resources <ul style="list-style-type: none"> • Slide Master: "Share a SMART Goal" • Student Worksheet: "Getting Peer Support for SMART Goals" • Student Worksheet: "My Plan for Healthy Eating" (from Lesson 6) • Student Worksheet: "My Plan for Physical Activity" (from Lesson 6) • Student Worksheet: "My Activity Log" • Student Worksheet: "My Nutrition Log" • Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Peer Support for SMART Goals" • Student Self-Assessment Rubric: "Peer Support for SMART Goals" • Teacher Reference—Assessment: "Assessment Rubric for Skill Development: My Plans and Logs for Healthy Eating and Physical Activity" • Student Self-Assessment Rubric: "My Plans and Logs for Healthy Eating and Physical Activity"

Application or Skill Practice (continued)		Supplied by the Teacher <ul style="list-style-type: none"> • Slide • Projector • Container to hold slips of paper • Writing paper • Pens and pencils • Envelopes, one per student
Closure	3	Teacher Manual Resources <ul style="list-style-type: none"> • Slide Master: "Reach for Goals" • Family Resource Sheet: "Setting Goals to Eat Healthy and Play Hard" Supplied by the Teacher <ul style="list-style-type: none"> • Slide • Projector • Student folders with resources from Lessons 2-6
TOTAL	45	

Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. Two rubrics are provided for you to use at the end of this lesson: "Assessment Rubric for Skill Development: Peer Support for SMART Goals" and "Assessment Rubric for Skill Development: My Plans and Logs for Healthy Eating and Physical Activity."
- **Decide if you want students to assess** their own progress. **Duplicate** one or both of the rubrics for students if you plan to use them: "Peer Support for SMART Goals" and "My Plans and Logs for Healthy Eating and Physical Activity."

For Teacher Input:

- **Prepare two pieces of chart paper** by putting one of these headings on each one: "Supportive" and "Unsupportive."

For Application or Skill Practice:

- **Prepare a slide** of the slide master, "Share a SMART Goal."
- **Duplicate** the student worksheet, "Getting Peer Support for SMART Goals," and cut it in half so that each student will get one half.
- **Duplicate** the student worksheets, "My Activity Log" and "My Nutrition Log," for each student.


For Closure:

- **Prepare a slide** of the slide master, "Reach for Goals."
- **Duplicate** the family resource sheet, "Setting Goals to Eat Healthy and Play Hard," for students to take home.

LESSON PROCEDURE




Introduction: Review the previous lesson on making plans to improve healthy eating and physical activity. Introduce this lesson on getting support.

Approximately 10 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review the homework using the student worksheets, "My Plan for Healthy Eating" and "My Plan for Physical Activity," from Lesson 6.</p> 	<p><i>Please get out your homework. For your homework, you described the steps you would take to reach your goals for healthy eating and physical activity.</i></p> <p><i>First, look at your steps for your healthy eating goal. Who is willing to share one of the steps they will take to improve their healthy eating?</i></p> <p>Call on a few students to share their ideas.</p> <p><i>Next, look at your steps for your physical activity goal. Who is willing to share one of the steps they will take to improve their physical activity?</i></p> <p>Call on a few students to share their ideas.</p>	
<p>Assess students' feelings about trying to reach new goals.</p>	<p><i>How are you feeling about working toward your goals now that you have made your plan?</i></p> <p>Call on a few students to share their feelings.</p> <p><i>What might help you be more successful in reaching your goals?</i></p> <p>Call on a few students to share their ideas.</p> <p><i>What resources might you need to reach your goals?</i></p> <p>Call on a few students to share their ideas.</p> <p><i>Who can help you reach your goals?</i></p> <p>Call on a few students to share their ideas.</p> <p><i>One of the things that can improve the odds of success is having the support of friends and family.</i></p>	
<p>State the focus of the lesson.</p>	<p><i>Today, you will finalize your plans and get support from your classmates for reaching your goals.</i></p>	

Teacher Input: Describe ways to support peers in reaching their goals for eating healthy and being physically active.





Approximately 10 minutes





Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Re-form the small groups of three students from Lesson 6.</p> <p>Gather ideas for additional steps needed to reach goals using the student worksheets, "My Plan for Healthy Eating" and "My Plan for Physical Activity," from Lesson 6.</p> 	<p><i>Please sit in your groups of three as you did for our previous health lesson.</i></p> <p><i>In your triads, you will check each other's steps toward one of your goals and make sure they are complete. Remember that these are your classmates' personal plans. Be respectful of their ideas and the goals they have set.</i></p> <p><i>Decide which goal and plan you want to share. Pass the worksheet with your selected goal to the person sitting to your right.</i></p> <p><i>Now, read your teammate's steps toward the goal and check to see if any additional steps might be needed. If you have any ideas, write them on a piece of paper and give it to your teammate.</i></p> <p>Allow the students a few minutes to check the steps. Assist students as needed with their assessments.</p> <p><i>Okay, please give the worksheet and your ideas back to its owner.</i></p> <p><i>This time, pass your worksheet to the person sitting to your left.</i></p> <p><i>Again, read your teammate's steps toward the goal and check to see if any additional steps might be needed. If you have any ideas, write them on a piece of paper and give it to your teammate.</i></p> <p>Allow the students a few minutes to check the steps. Assist students as needed with their assessments.</p> <p><i>Okay, please give the worksheet and your ideas back to its owner.</i></p> <p>Instruct the students to amend their steps as needed. They may ask their teammates for help.</p>	 <p>If needed, remind students that making fun of other students' goals is not respectful behavior and will not be tolerated.</p>  <p>Students will share one of their two goals with both members of their small group.</p>
<p>Identify ways to support peers reaching their goals and behaviors that are not supportive.</p>	<p>Post two pieces of chart paper with the headings, "Supportive" and "Unsupportive." Ask two students to volunteer to record ideas on the charts.</p> <p><i>As you think about your goals and the goals your teammates have identified, what are some ways you can be supportive of one another as you work toward reaching your goals?</i></p>	

	<p>Call on several students to suggest ways to support their peers in reaching their goals. Have the student scribes record the ideas on the appropriate chart.</p> <p><i>What are some things people should avoid doing or saying because they are not supportive of reaching goals?</i></p> <p>Call on several students to suggest unsupportive things to avoid. Have the student scribes record the ideas on the appropriate chart.</p>	
Enlist students' empathy for being supportive.	<p><i>Review our two lists. As you work toward your goal, which of these lists would you like to experience?</i></p> <p><i>Make a "V" for victory with the first two fingers of each hand and hold them in the air if you would like to experience the supportive ideas as you work toward your goals.</i></p> <p><i>Put your head down on your desk if you would like to experience the unsupportive ideas as you try to reach your goals.</i></p>	

Application or Skill Practice: Identify partners to provide support for one another in reaching their goals for eating healthy and getting enough physical activity. Prepare to implement plans and keep track of progress toward goals.



Approximately 22 minutes



Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Identify ways to provide support for a classmate reaching a goal, using the slide master, "Share a SMART Goal," and the student worksheet, "Getting Peer Support for SMART Goals."</p> 	<p>Distribute the student worksheet, "Getting Peer Support for SMART Goals," to each student. Display the slide, "Share a SMART Goal."</p> <p><i>When you have support, you are much more likely to reach your goals. Each of you will have a classmate to give you support for your goal. First, you need to provide some information so that person knows how to support you.</i></p> <p><i>Please write your name on your slip of paper. Decide which of your two goals you are willing to share with a classmate and record it. Next, write down a few things your classmate could do to support you in reaching that goal.</i></p> <p>Instruct the students to fold their slips of paper in half and put them in a container.</p>	 <p>Use the teacher assessment rubrics or have students use the self-assessment rubrics provided at the end of the lesson if you want to assess students' skill development.</p> 
<p>Assign each student a classmate to support for at least one week.</p>	<p>Draw out the slips of paper and give one to each student.</p> <p><i>The person named on your slip of paper is your Goal Buddy for one week. Each of you will find ways to be supportive using the ideas listed on the paper and other ideas you might have.</i></p>	 <p>If you want to continue the support for longer than one week, modify the instructions.</p>

<p>Write letters of encouragement to classmates.</p>	<p><i>In addition, you will write letter of encouragement to be given to your Goal Buddy in three days. Take a moment now to write a paragraph of encouragement. Sign your name. I will review your notes to make sure they are positive. In three days, I will give you the note your Goal Buddy wrote.</i></p> <p>After five minutes, instruct the students to place their letter in an envelope and write their Goal Buddy's name on the outside.</p> <p>Collect the envelopes. Review the notes to ensure they are positive and plan to distribute the envelopes in three days.</p>	 <p>Tell the students not to seal the envelopes so you can review the notes and make sure they are encouraging before giving them out. If a note needs to be revised, meet with the student to hone a positive message.</p> <p>If you want to lengthen the activity, distribute the letters after a week.</p>
<p>Implement plans for improving healthy eating and physical activity and monitor progress, using the student worksheets, "My Activity Log" and "My Nutrition Log," and the students' folders.</p> 	<p><i>It's time to put your plan into action to reach your goals for improved healthy eating and physical activity. Use the information in your folders to guide you toward your goals.</i></p> <p>Distribute the student worksheets, "My Activity Log" and "My Nutrition Log," to each student.</p> <p><i>Use these logs to keep track of your physical activity and eating for one week.</i></p> <p><i>Mark each step you take toward your goals on your student worksheets, "My Plan for Healthy Eating" and "My Plan for Physical Activity." In one week, we will check to see who has reached their goals.</i></p>	 <p>If you want to lengthen the activity, distribute additional logs for each week.</p>  <p>Acknowledge that some goals may take more than one week to reach.</p>

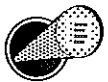
Closure: Assign one week of working toward goals and supporting classmates in reaching goals as student homework.

Approximately 3 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Remind students of their homework using the slide master, "Reach for Goals."</p> 	<p><i>For the next week, you have three tasks:</i></p> <ul style="list-style-type: none"> <i>Work toward your two goals and keep track of the steps you take on your worksheets.</i> <i>Keep track of your eating and physical activity on your worksheets.</i> <i>Be supportive to your Goal Buddy.</i> <p><i>Your four worksheets will be due (provide the date).</i></p>	
<p>Distribute copies of the family resource sheet, "Setting Goals to Eat Healthy and Play Hard."</p> 	<p><i>Here is some information to take home to your family about goal setting. Talk with your family about your goals and plan to eat healthy and get plenty of physical activity.</i></p>	

<p>Remind students to place their work and handouts in their folders.</p>	<p><i>Please place all your handouts and worksheets in your folder. You may take your folders home and use the contents of your folder to remind you about your goals for healthy eating and physical activity.</i></p>	 <p>If you want to use the student folders for assessment, collect them before allowing students to take them home.</p>
<p>Summarize the unit on nutrition and physical activity.</p>	<p><i>This is our last lesson on healthy eating and physical activity, but your work has just begun. You are forming health habits for life as you work toward your goals.</i></p> <p><i>In a week, I will collect your worksheets and we will discuss your progress toward your goals and how the Goal Buddies helped.</i></p>	 <p>In a week, plan a time to check with the students to see if they reached their goals and if they were supportive to their classmates. Collect the four worksheets and provide feedback. You might want the students to write a short paper describing how it felt to work toward their goals and to assess their progress.</p>

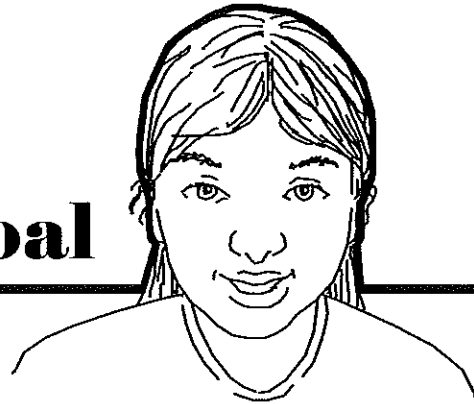




Share a

SMART

Goal



1. Write your name.
2. Select one goal you are willing to share.
3. List ways a classmate could support you in reaching a goal.

Some examples:

- Ask me to take a walk at recess or lunch.
- Share an apple with me.
- Ask me if I'm getting closer to my goal.
- Remind me of the benefits of healthy eating or physical activity.



Getting Peer Support for **SMART** Goals

My name is: _____

My goal is:

My classmate could support me by:

My name is: _____

My goal is:

My classmate could support me by:



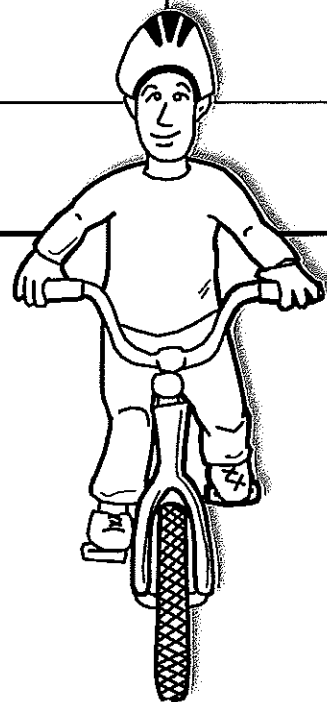
My Activity Log

My Physical Activity Goal:

Day	Activities	Minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Did I reach my goal?

If not, what will I need to do?





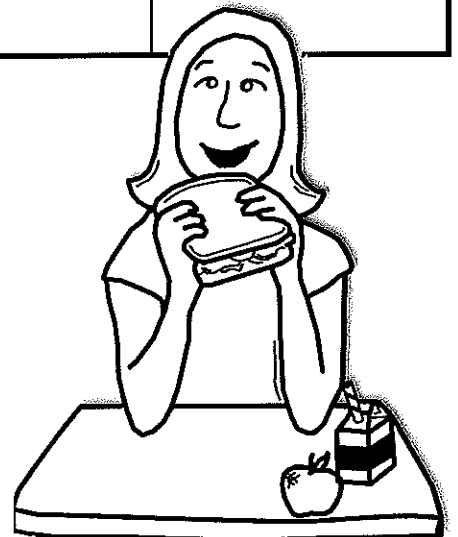
My Nutrition Log

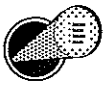
My Nutrition Goal:

Day	Foods	Amounts
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Did I reach my goal?

If not, what will I need to do?





Reach for Goals

For the next week, you have three tasks:

- Work toward your two goals and keep track of the steps you take on your worksheets.
- Keep track of your eating and physical activity on your worksheets.
- Be supportive to your Goal Buddy.

Setting Goals to Eat Healthy and Play Hard

Your child has been learning about eating healthy and being physically active. It isn't enough to **know** what to do; you also have to **do** it! To help your child be as healthy as possible, he or she has learned how to set goals and make a plan to eat healthy and get 60 minutes of physical activity each day.



SMART Goals

Your child has practiced setting SMART goals. A SMART goal can help your child make a plan to eat healthy and play hard. What is a SMART goal? A SMART goal is...

S	Specific: Is my goal clearly defined? Does it tell who, what, where, when, and how much?
M	Measurable: Will I be able to tell when I've met my goal?
A	Attainable: Is it something I really want to do?
R	Realistic: Am I willing and able to do it?
T	Timely: Have I set a deadline?

If a goal is a SMART goal, you will be able to answer "yes" to all these questions. Which of these two goals is a SMART goal?

1. I will eat better.
2. I will eat 2 ½ cups of vegetables each day for three weeks.

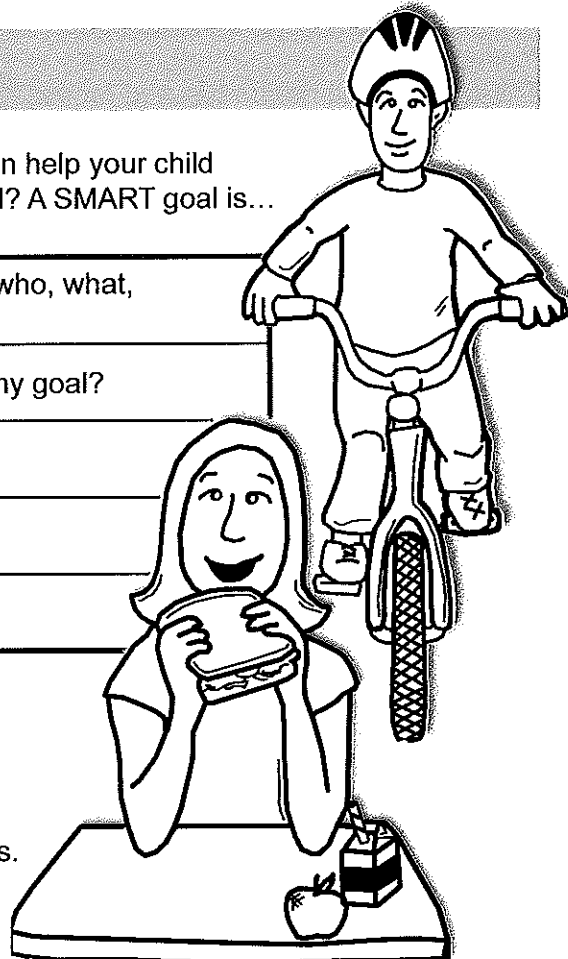
If you think Goal #2 is the SMART goal, you are right. It tells you exactly what needs to be done in order to eat healthy. Goal #1 is too vague to help you eat healthy.

After setting a SMART goal in class, your child made a plan to reach that goal. These parts are included in the plan:

1. Decide what steps you need to take, called tasks, to reach your goal. Write down the tasks.
2. Include a due date for each task.
3. Note any resources you will need to reach your goal.
4. Identify someone who can help you reach your goal.

This plan shows the smaller steps to take to reach the SMART goal.

During health class, your child made two SMART goals: one for healthy eating and one for physical activity. Your child has also made a plan to work toward these goals for one week. Ask your child to show you his or her SMART goals. Then you can help your child reach his or her goals over the next week.





Assessment Rubric for Skill Development: Peer Support for SMART Goals

Elements in the Lesson

- Write down a few things your classmate could do to support you in reaching a selected goal.
- Write a letter of encouragement to be given to your “goal buddy.”

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

NOTE: You are assessing students’ ability to be supportive of others. You are not judging their choice of personal goals and plans.

1	2	3	4	Comments
The suggested ways for a “goal buddy” to support the student’s SMART goals attainment are negative, unhelpful, or unrelated to the goals. The student’s “goal buddy” letter includes mostly negative, unhelpful, or unrelated statements.	The suggestions include very limited positive ideas for a “goal buddy” to use to support the student’s SMART goals attainment. Some of the ideas may not be helpful or related to the goals. The student’s “goal buddy” letter includes limited positive encouragement and some statements may be discouraging, unhelpful, or unrelated to the goals.	The suggestions include positive and helpful ideas for a “goal buddy” to use to support the student’s SMART goals attainment. The student’s “goal buddy” letter includes positive and helpful encouragement.	The suggestions include numerous, positive and helpful ideas for a “goal buddy” to use to support the student’s SMART goals attainment. The student’s “goal buddy” letter includes numerous, positive and helpful encouragement.	



Peer Support for SMART Goals

Elements in the Lesson

- Write down a few things your classmate could do to support you in reaching a selected goal.
- Write a letter of encouragement to be given to your “goal buddy.”

The following rubric can be used for assessing your skill development in supporting your peers as they work toward their goals. You may have demonstrated the elements of this skill through role play, written assignments, or classroom activities. Write any ideas or thoughts you have in the “Comments” column.

1	2	3	4	Comments
My suggested ways a “goal buddy” could support me in reaching my SMART goals are negative, unhelpful, or unrelated to the goal. My “goal buddy” letter has mostly negative, unhelpful, and unrelated statements.	My suggestions include few positive ideas for a “goal buddy” to use to support me in reaching my SMART goals. Some of the ideas may not be helpful, or are unrelated to my goals. My “goal buddy” letter includes little positive encouragement and some statements may be discouraging, unhelpful, or unrelated to the goals of the other student.	My suggestions include a few positive and helpful ideas for my “goal buddy” to use to support me in reaching my goal. My “goal buddy” letter includes positive and helpful encouragement for another student to reach his or her goals.	My suggestions are fully described, positive, and helpful ideas for a “goal buddy” to use to support me in reaching my SMART goals. My “goal buddy” letter has many fully described, positive, and helpful encouragement for another student to reach his or her goals.	



Assessment Rubric for Skill Development: My Plans and Logs for Healthy Eating and Physical Activity

Elements in the Lesson

- Use logs to keep track of physical activity and eating for one week.
- Keep track of the steps taken toward goals on the student worksheets, "My Plan for Healthy Eating" and "My Plan for Physical Activity."

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

NOTE: You are assessing students' ability to complete their logs and use the information to assess their progress toward their goal. You are not judging their choice of personal goals and plans.

1	2	3	4	Comments
Little information is provided in the healthy eating and physical activity logs. The questions are answered vaguely or not at all. Few of the steps toward reaching both SMART goals are tracked.	One or both of the healthy eating and physical activity logs are completed, but there may be some missing information. The questions may be answered vaguely. Some of the steps toward reaching both SMART goals are tracked.	The healthy eating and physical activity logs are completed clearly and the questions are answered. The steps toward reaching both SMART goals are tracked.	The healthy eating and physical activity logs are completed clearly and the questions have thoughtful and descriptive answers. The steps toward reaching both SMART goals are tracked and explanations regarding the progress are provided.	



My Plans and Logs for Healthy Eating and Physical Activity

Elements in the Lesson

- Use logs to keep track of physical activity and eating for one week.
- Keep track of the steps taken toward goals on the student worksheets, "My Plan for Healthy Eating" and "My Plan for Physical Activity."

The following rubric can be used for assessing your skill development in using logs to keep track of eating and physical activity and in keeping track of the steps taken toward goals. You may have demonstrated the elements of this skill through role play, written assignments, or classroom activities. Write any ideas or thoughts you have in the "Comments" column.

1	2	3	4	Comments
I provided little information on my logs. I answered the questions vaguely or not at all. I tracked few of the steps toward reaching my SMART goals.	One or both of my logs are completed, but there may be some missing information. I answered the questions vaguely. I tracked some of the steps for reaching both of my SMART goals.	My logs are completed clearly, and I answered the questions. I tracked the steps for reaching both of my SMART goals.	My logs are completed clearly, and my answers to the questions are thoughtful and descriptive. I tracked the steps for reaching both of my SMART goals and provided explanations regarding my progress.	

